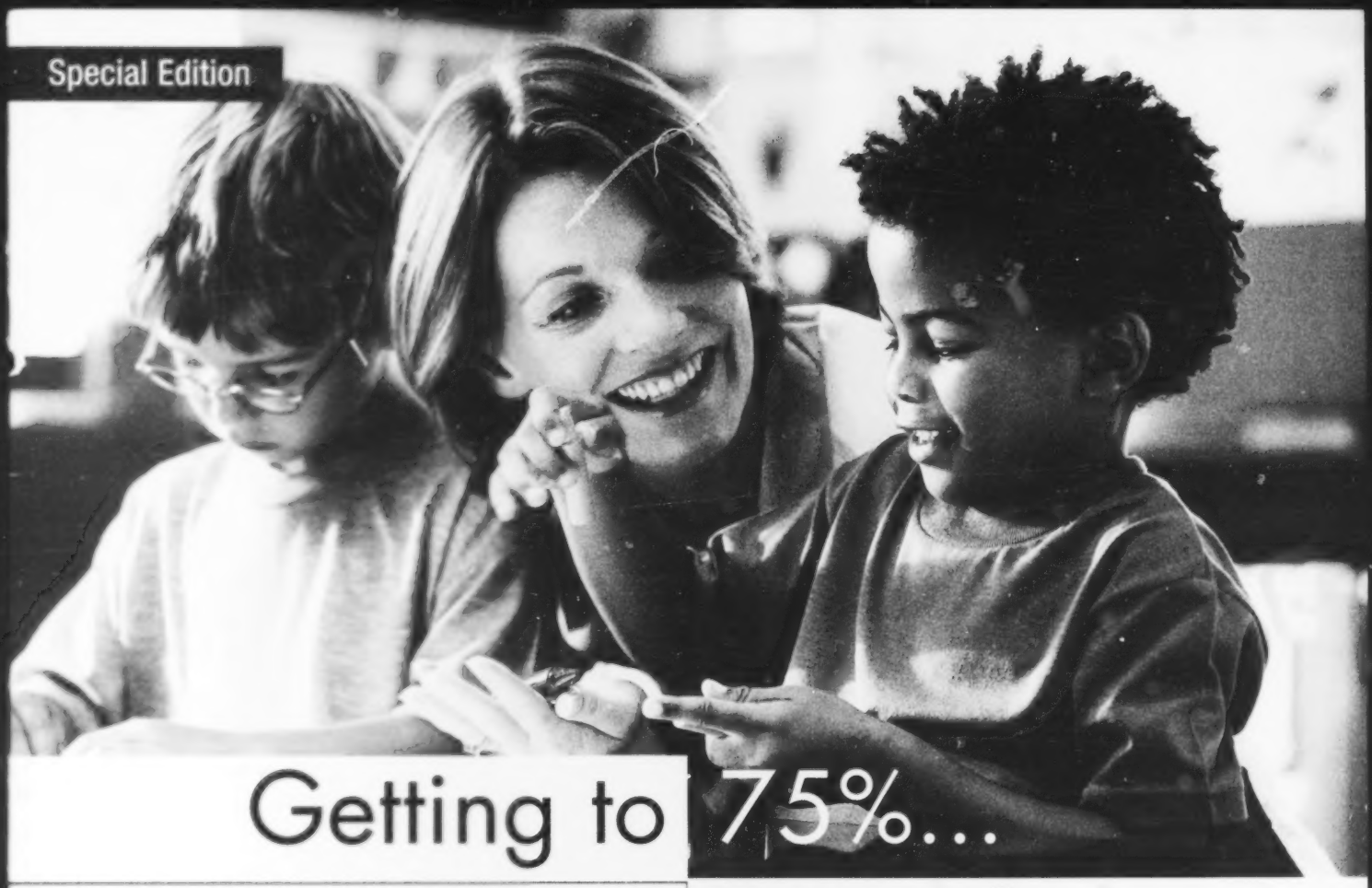
Special Edition



Getting to 75%... Together

Excerpts from
the September 2005
Symposium
sponsored by

The Literacy and Numeracy Secretariat

and

The Supervisory Officers of Ontario

November 2005

From Your Symposium Hosts...

"There is a wave of optimism in the air. I haven't in all my career heard so many positive comments about the possibilities for education in Ontario. And accompanying that optimism is a renewed sense of commitment to ensuring that schools best serve the needs of students. We are convinced that supervisory officers will take their school boards to new heights of attainment.

I commend you all for your willingness to push the boundaries of change. We are seeing many successful practices in schools and boards. There is strong support for capacity building and increased collaboration across districts. I am confident that we will get to 75% together!

The student achievement officers and staff of the Literacy and Numeracy Secretariat deserve special encomiums for their ability to build upon the promising practices that exist across the province.

Ensuring that students achieve is a responsibility we all share. Together we will make it happen!"

— Dr. Avis Glaze
Chief Student Achievement Officer of Ontario
and CEO, The Literacy and Numeracy Secretariat

"It is seldom that a provincial premier takes an active role in motivating education leaders. The September 12 gathering of such a great number of supervisory officers was a welcome exception. Premier McGuinty addressed the group on the value of strong leadership for the important topic of maximizing student achievement. He emphasized the significance of leadership by directors and superintendents in implementing positive programs and building a climate of working together to ensure a bright future for our young people. The meeting had a great feeling of synergy with all partners accepting their roles in meeting the challenge."

— Denis Chartrand
Chair of Council of Ontario Directors
of Education

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Table of Contents

1 **Remarks by The Honourable Dalton McGuinty, Premier of Ontario**

5 **Turnaround Year for Education**
The Honourable Gerard Kennedy, Minister of Education

7 **Sharing Accomplishments and Concerns**
Ben Levin, Deputy Minister, and Michael Fullan, Special Advisor to the Premier and Minister of Education

9 **Breakthrough for Education From *My* to *Ours***
Michael Fullan

12 **Quality Instruction Isn't Everything: It's the Only Thing**
Paul Rosier, Superintendent, Kennewick School District, Washington

14 **Making It Happen!**
Dr. Avis Glaze, Chief Student Achievement Officer of Ontario and CEO, The Literacy and Numeracy Secretariat

Une publication équivalente est disponible en français sous le titre *Atteindre l'objectif de 75%... Ensemble.*

Remarks by The Honourable **Dalton McGuinty,** *Premier of Ontario*

"The reason I am going to the wall for education is that I think it's just bad public policy to put our children's future — and our future — on hold."

– Premier Dalton McGuinty

Dalton McGuinty is Ontario's 24th premier. He was born and raised in Ottawa and credits his parents with teaching him the values and ethics that guide him today as premier. He has a law degree from the University of Ottawa and a science degree from McMaster in Hamilton. He met his wife Terri, a teacher, when they were both in high school. They have been married 25 years and have four children.

Good morning. It's a real pleasure to be here. You know, from the weather we've been having lately, you'd never know it was September, and that fall is just around the corner. I love autumn. That may sound strange but you have to remember -- I'm an Ottawa Senators fan. So naturally, I love watching the Leafs fall. It's something I usually get to enjoy twice a year, in fact …

But for most people, and especially for parents, fall is back-to-school time. And no matter how old your kids get, no matter what grade or year of college or university they're entering, parents ask themselves the same questions: Is my child going to make new friends this year? Will my child be challenged -- and learn -- and succeed this year? You know, you have an important role to play in answering those questions.

As trustees, superintendents, and directors of education, you may not hear it often enough, but what you do is vital to the success of our kids. And it's your work in modernizing the education system that will not only ensure that our government meets its goals for education but, more importantly, help ensure our kids succeed in the classroom and beyond.

So, I want to start today by thanking you for the work you do, every day — work that is challenging, important and, too often, thankless. I also want to acknowledge some of the people you're hearing from today.

I'm delighted with the job our minister of education, Gerard Kennedy, has been doing. For Gerard, being minister of education is not a job — it's a cause to which he is completely devoted. And I am very proud of his work. Among other things, Gerard has set a new tone. Dwight Eisenhower once said, "You do not lead by hitting people over the head. That's assault, not leadership." Unlike some of his predecessors, Gerard has shown real leadership. But he's not content to just keep the peace. He's also working hard to achieve results in the classroom … and ensure that students get more of the individual attention they need.

I'm thrilled that Avis Glaze agreed to lead The Literacy and Numeracy Secretariat. In fact, she is the first "student achievement officer" anywhere. Her job is to work with you and all our partners in public education to help us reach our goals in numeracy and literacy.

And we are really fortunate that Michael Fullan has been working so closely with Avis, Gerard, and me, because his track record, around the world, is second to none.

I want you to know that my team's commitment to education — this government's commitment to education — is absolute. And my government's efforts to support education and to improve it will be relentless. You have my word on it — we will lead by example.

I tell everybody that making public education the best education is the single most important thing that we can do to build a bright and promising future for all of us. We know that in today's economy, the jurisdiction with the best-educated, most highly skilled workforce gets the best jobs and the most investment. But it's even more than that.

When we get education right, we also get the best people, the kind of men and women you want for friends and neighbours and co-workers. We get a stronger society. Someone once called education the transmission of civilization. I'd go one step farther. It's also the transmission of civility.

I hope you feel what I feel each and every day I'm in this job — that it's a privilege to do something that's so important to so many, something that will have an impact for so long. Sir Winston Churchill said "The price of greatness is responsibility." Well, you and I share a great responsibility. It's up to us to get public education right. It's a tremendous challenge.

In my generation, countless families in Ontario benefited from opportunities opened up to them by a robust system of public education, broadly supported and championed by our leaders.

I will say nothing more about the previous government, other than that they chose not to champion public education. And our schools, our students, paid a price. The reputation of public education suffered a serious blow. Well, in the last election, Ontarians chose to change that. And I believe they sent a message to all of us who believe in public education. I believe that what they said was this: "We want to believe in public education again. We want to send our kids to you knowing — not hoping, not praying — knowing that they are getting the best possible education." I think what they really said was: "Show me." You heard that Missouri is known as the "show me" state. Well, Ontario is now the "show me" province of Canada.

When my dad was growing up — a devoted educator who spent 27 years as a university professor and 16 years as a trustee — when he was growing up, what the priest said was the word of God. What the accountants said was beyond reproach. What the doctor said could not be disputed. Today, we have a very savvy, sophisticated, consumer-oriented population. And I think this is good and healthy for all of us in public service. Ontarians today have very legitimate expectations. So they said to us: "Show me." Show me that public education is still the ladder of opportunity that our parents said it was. Show me that it's capable of excellence. And show me as soon as possible, real, measurable progress. They issued a challenge to all of us who care about public education. And as a government, we have chosen to accept … to embrace … that challenge. I believe we made the right choice. But it wasn't an easy one to make.

Our government inherited a large deficit — much larger than we had anticipated. There was — in every ministry, not just education — a demand for government to do more … to spend more. We chose to hold the line in almost every other department. And we chose to introduce a new premium to address rising health care costs — at some considerable political risk. We chose not to put money needed for education into health care. We chose instead to ask Ontarians to invest more directly in health care by way of a new premium. That way, we were able to invest an additional $1.1 billion in education in our first year. In our first budget, education saw an impressive 6% increase in funding. This year, we've invested an additional $840 million, representing a 5% increase in funding over our first year. We're in the second year of our four-year plan. So there's still more to do. And more we WILL do. Because we must.

The reason I am going to the wall for education is that I think it's just bad public policy to put our children's future — and our future — on hold.

> "Mr. McGuinty, you need to know that for the first time in over a decade, we — the S.O.'s of Ontario — are genuinely motivated and looking forward to being participants in the development and implementation of the lofty ideals you have just outlined … It is our sincere hope and expectation that your team at Queen's Park will continue to aggressively move forward in creating this new leadership practice – one with a moral dimension centered around purpose, values, and beliefs….So that when this period of our province's history is penned by some future historian you will have in fact received and earned the title the "Education Premier."
>
> – **Lorne Keon,** Director of Education, Renfrew County Catholic District School Board

And quite apart from our moral obligation to put our children's interests first, economists will tell you that we can't allow present-day consumption — think health care — to compromise our investment in future prosperity — think education. So we made an undeniably strong commitment to public education. And we asked you, our educational leaders, to renew your commitment. We've asked you to resist the siren call of cynicism and to work with us. We asked you to embrace hope, and you have. And on behalf of Ontarians, I want you to know that we're very grateful. We have a lot of work to do, together.

And there will be lots of dialogue today on achieving our bigger goals. But I'm proud to report today that, together, we're making real progress.

Just a few weeks ago, we announced that almost 70% of primary students this year are in smaller classes. We've hired 2,400 new teachers to reduce class sizes.

We've trained 8,000 of your teachers as "lead teachers," schooled in best practices in teaching reading, writing, and math. And we are training 8,000 more this year. Another 10,000 have taken training in reading, writing, and math instruction over the past two summers. These teachers have volunteered for this extra training, proving what you and I know: our teachers are committed professionals. We cancelled the divisive teacher-testing program to focus instead on real professional development for teachers.

We've provided another $160 million through the Learning Opportunities Grant to help students from low-income, single parent, and newly arrived families. Another $100 million in special education funding and new accountability measures are ensuring additional help for students with acute needs.

We've worked to get junk food out of our elementary schools and to ensure local community groups can get back in. We've set up a new fund to secure financing for $4 billion worth of repairs, additions, and new schools.

We're making our schools safer, by funding safety audits, bullying prevention programs, and entrance cameras to help you keep intruders out.

Last year, we funded 105 innovative projects designed to keep kids in school or to help them make a successful transition to workplace training and apprenticeships. This year, we are funding 114 of these projects.

We're building on the excellent work that is taking place in classrooms across the province by funding 170 projects that will improve elementary students' literacy and numeracy skills. We've provided a guide to help teachers to encourage boys to read, so we can close the literacy gap between boys and girls.

In The Literacy and Numeracy Secretariat, we have engaged a group of outstanding student achievement officers. They will work with school boards to improve teaching and learning. Nowhere else — in no other jurisdiction — is there a chief student achievement officer.

I can say, confidently, that together, we have … stopped the slide. Together, we're making progress. For the first time in a long time, test scores are up. For our English language students in Grade 3, there's improvement, since 2002-03, of seven percentage points in math, four points in reading, and three points in writing. In Grade 6, they're up four points in math, two in reading and remain stable in writing.

Now, I know a test is not the only measure of success. But they are the best way to demonstrate success for Ontarians living in the "show me" province. Better test scores are a sign of progress. They are testaments to the work you and your colleagues are doing both behind the scenes and in our classrooms and high schools. At the same time though, they are proof of the work that lies ahead, because roughly four out of every ten students in Grade 3 and Grade 6 are not meeting the provincial standard in reading, writing, and math. Four out of ten. Few of us would tell our kids that 60% is good enough. And we shouldn't tell ourselves it is, either.

You know, when we talk about numbers and standards it can seem a little distant. So let me tell you what is really at stake here. Four out of ten are not making the provincial standard. That means those children are at risk. They are at risk of doing poorly throughout their school years. They are at risk of dropping out of high school. They are at risk of growing up and achieving less than they are capable of. Less than all we need them to be. I don't want to lose those kids. I want them to succeed.

As premier, my job is to work to ensure that Ontario succeeds, that we have the strongest society possible. Financed by the strongest economy possible. And to build that economy, to build that society, we need everyone, and I mean everyone, at their best.

You don't decide in Grade 7 or 8 to drop out of school. But you certainly get a feeling for school by then, a feeling for how you stack up and whether you fit in. Kids are smart. They know false praise when they hear it. They need to experience success and they need to experience it by age 12 — a magical but critical time when they cling to childhood, but start peering at adult life. When they start to ponder their place in the world and their future in school. That's why our primary focus has been on success for these children in elementary school.

We believe our students should be able to read and write and do math at a high level of comprehension by the age of 12.

And this means more than the basic ability to read, write, and do arithmetic. It includes the growing capacity to understand information from a variety of sources, to interpret information across a variety of disciplines, and to think and to communicate with a higher degree of critical analysis. Our goal is 75% of Grade 6 students reaching the provincial standard in reading, writing, and math.

This isn't some pie-in-the sky goal. We're saying: "This is real. This is achievable. We can do this." And we're not just saying: "Okay, schools, that's the target, fire away. You're on your own, we hope you hit it, good luck." We are working with our schools, with our principals, with our teachers, and with our boards.

I sit down regularly with Gerard and Avis and Michael – because I want to know what we're delivering on the ground, and what impact it is having on our students' success. I haven't just inserted myself into the process as an observer. I am fully involved in the process.

Other comments…

"The premier's speech was warm and inclusive."

"No premier has ever talked so directly to senior administrators, making them feel that they were important to the team."

"It was great to be a part of the energy of this meeting. It signified a mutual commitment to improving the achievement of our young people."

"This was the most positive feeling between government and senior education leaders that I have seen in over 20 years."

"Improving educational achievement is clearly the duty of all of us."

We have a premier, and a government, committed to public education. That's why we've set up The Literacy and Numeracy Secretariat, to share best practices and help tackle the biggest challenges. That's why we're here today. Not only to talk about our goal, but to strategize how we will achieve it … together. And to celebrate some of the many successes we have already achieved.

I see education as a shared responsibility. Gerard and I can lead the fight to improve our schools. But we can't be on the ground overseeing the system … managing it … carrying out the vision. That's your job. That's what you do so well. This government doesn't want to simply preside over education. We want to participate in it. We want to be a working partner.

You are doing so much that is going so well. We need to know more about that, so we can help you share your ideas. We want to celebrate your success the best way we know how: by spreading your success. If you're facing a tough problem, let us know, so we can work with you on a solution. We're here to help you lead.

The Irish poet William Butler Yeats wrote, "Education is not the filling of a pail, but the lighting of a fire." We want you to spend even more of your time making it possible for that fire to catch hold … in principals … in teachers … and ultimately, in our students. Together, we can encourage our students to read, to stay in school, and to keep learning beyond high school, whether it's in a classroom, in skills training, or in an apprenticeship program.

I believe students should keep learning, at least until age 18, instead of dropping out at age 16. I know this is a controversial idea. Some people say: "Look, McGuinty, you just don't get it. There are just some kids that we need to write off. We may lose them by the thousands, but all you can do is write them off." Well, I don't accept that. I'm not prepared to write them off. In fact, I don't think we have the right to write them off.

And I'm tired of seeing those young people in shopping malls and later on in unemployment and social services or even in the criminal justice system, where I used to work. I want to see them in good jobs, I want to see them in strong communities, I want to see them in a province that's thriving because everyone is at their best. And that doesn't mean we have to lock them all up somewhere in a classroom. But it does mean we need to provide credible, meaningful learning opportunities in other settings. And Minister Kennedy will have more to say about our learning until 18 program in the weeks and months ahead.

I know the challenges we face together are large, but they are small compared to the challenge we face from our competitors around the world. We've done well by the economic superpower to the south, but are we ready to take on the next economic superpower, and the one after that? Are we ready to take on the giants that are India, China, Brazil, and Russia? Are our kids really, truly ready to take on the world?

We cannot take our prosperity for granted any more than we can take the success of our children for granted. We have to understand that one is absolutely linked to the other. We're determined to see our kids succeed in reading, writing, and math by age 12…We are determined to see our students stay in high school and keep learning beyond high school. Because Churchill was right -- "the price of greatness *is* responsibility" -- and it's our responsibility to work towards greatness for our children, because that's the only way to achieve greatness for our province.

So I'm asking today that we join forces … you, our supervisory officers, and we, in government. I'm asking that we make a pact - a pact to do more than bring peace and stability to education… a pact to create a momentum that is irreversible. A momentum for success. The momentum we need to reach our goals in literacy and numeracy. The momentum we need to build a truly great economy that boasts the best-educated, most highly skilled workforce in the world. The momentum we need to build a truly great society that respects our diversity, and preserves our shared values at the same time.

Together, we can build a great province, one that's truly worthy of our rich heritage and the dreams we dream for our children.

But it starts with leadership. And that means you … and us … working together.

Thank you.

Turnaround Year for Education

An edited transcript of the presentation by The Honourable Gerard Kennedy, Minister of Education, Ontario

"... what we see ahead of us, right now, and emanating from this meeting today, is a turnaround year for education."

"... we see the literacy and numeracy initiative as the spark for getting people to understand and appreciate the challenges of modern day education."

– Gerard Kennedy

Gerard Kennedy, Minister of Education, Ontario, was first elected to the Ontario legislature in a 1996 by-election, and re-elected in 1999 and 2003. His "roll up your sleeves and pitch in" style, hard-hitting critiques, and published studies have won gains for patients, seniors, consumers, and students in his riding and across the province. He was education critic from 1999 to 2003.

We worry where things fall...

There are people here today who are new leaders in education, some of whom came by their leadership in very difficult and rocky times. And it has struck me that it has been sacredly unfair how little appreciation of recent years there has been, not just for the role of education, but for the role of educators. And I think that this is, in part, what our focus on the agenda brings to you.

There is a job for the government, and that is to bring leadership to state priorities, and to put resources behind those priorities. In past days, governments would make demands and not worry where things would fall. We worry where things will fall. We worry where the things that we are asking for here today will fall in terms of your schedules, those of your principals, and the precious teaching time of your teachers. As others will say, there are strategies to deal with each of those, to be of assistance to you. We're asking you to be the people who lead this province.

There is an inherent connection waiting to be made between you, the individuals who have made the professional leadership of education your avocation and your vocation, and the communities of this province. This isn't something that can be done simply between us. This is something that has to be done by invoking the constituencies, the potentially very powerful constituencies, of education in each of your communities.

We want the job essentially done by age 12 ...

When we look at the strategies that are working across the province it becomes clear that they rest on an "every child" philosophy — that every child has learning potential, and that we need to provide each child with individualized attention to the greatest extent that we can to unlock that potential. The literacy and numeracy strategy also rests on this philosophy — that by age 12, before a child has reached a no-go point in his or her education development, that he or she will have success. And so we have to start with an early years program. We have to do everything that we possibly can to understand and deal with as many of the child's challenges by age eight and have the job essentially done by age 12, so that we're not struggling as we are today with 20% of our kids unable to pass a literacy test in Grade 10. We're not trying to revive that long educational debate about fundamentals vs. the whole development of the person; we think that getting the fundamentals is necessary for development. And we think that if we can bring to bear the kind of insight that exists in education, as epitomized by the people we have in this room, then we can make those distinctions credibly, with the public and with your teachers and your education workers. The "one size fits all" philosophy that went before was a refuge of the frustrated and the underambitious. We have different things in mind.

"The enthusiasm of the Premier and the passion of the Minister for achieving greater student success have ignited Board personnel...This symposium was a defining event in the march towards higher student achievement."

– **Mearl Obee**, Regional Manager, Barrie Regional Office

"The symposium was a great opportunity for the York Catholic DSB senior team to network with colleagues from throughout the province and to witness — firsthand — the premier's vision and passion for education that includes achieving excellence in literacy and numeracy for ALL students. Literacy workshops offered valuable and practical applications, recognizing the unique nature and innovativeness of school districts. Discussions also provided some helpful insights into the emerging role of the supervisory officer. York Catholic educators were truly appreciative of the "strength and clarity" of the message from the premier and the Minister of education."

– **Susan LaRosa,** Director of Education, York Catholic District School Board

What we hope for you today is capacity building…

The phrase that most aptly describes what we hope for you today and for this year is capacity building. And capacity building is what we think we can contribute. I have no illusions that I can order you to do anything. And I have no desire to suffer under that illusion. What I want to see instead is your ability to understand the challenges and to have a connection with directors and supervisory officers elsewhere in the province about how they're meeting theirs, and to work together. We as the provincial government want to be able to give you some of the tools and some of the advice.

Creating innovation in local boards is absolutely crucial. Running schools in the north, for example, with a declining population and keeping those schools going is a heck of a challenge. But some people are doing it and doing it well. It's a big challenge to have kids coming in from some of your border communities and spending, if you're lucky, half a semester in your school. But some of our school systems are now working together, and the principals are meeting and they're keeping special track of those kids and they're making sure that someone is looking after their development throughout the course of the year. It's difficult but people are finding ways to get that done. It's hard to take schools located in a neighbourhood where everyone says, "Well, you know, there's not a heck of a lot that we can do given all the different travails that they have." But some people in this province have actually decided to go around that and see that all those kids get a chance to succeed.

This is the time in education…

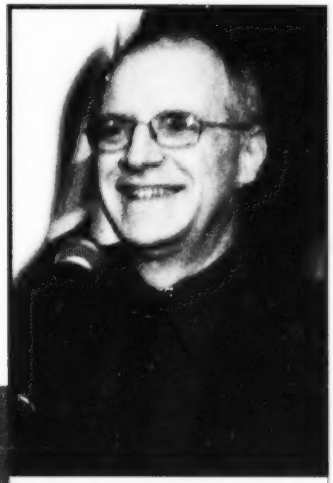
This is the time to be in education because success is possible. This is the time because we are committed to doing what's needed. There's a lot of your folks on the cusp. Are the new ones going to stay in? Are the ones who have a date seared on their forehead going to extend their time in education because it's going to be worthwhile to stay. That depends on you. There's only a little bit that I can add to that particular equation, myself and the premier. It really does come down to what makes sense at the local level. And there I'm encouraged. I've been in enough schools and enough classrooms to know that we can achieve everything we want to in this province around capacity-building, around making sure that teachers have access to the latest insights, and around ensuring that principals are able to organize and work as a team.

A special plea…

Free your principals. Free them by supporting them, not by helping them know what to do, but by helping them lead teams. We're going to be talking openly this year with the federations and with you about how we can give principals some more security. But how can we give them an exalted place in education, too? We need to fix it this year because we don't have a lot more time to make sure that that leadership is there for you. Those are the people that you depend on; they're the single biggest influence after the classroom teacher.

Sharing Accomplishments and Concerns

Based on an edited transcript of the session chaired by Ben Levin, Deputy Minister, and Michael Fullan, Special Advisor to the Premier and Minister of Education



Ben Levin is deputy minister of education, Ontario. Formerly a professor at the University of Manitoba and deputy minister of education, Training and Youth for Manitoba, Dr. Levin is widely known for his work in educational reform and educational change.

> *"This is the biggest gathering that we've ever had of senior officials in education in the province because what we're doing is probably the biggest thing that's ever been attempted in education in this province … the scale of the ambition that's reflected in the literacy and numeracy strategy is unparalleled…"*
>
> *– Ben Levin, Deputy Minister*

Ben Levin and **Michael Fullan** opened the symposium by inviting participants — almost 500 of them, including deans, directors, and superintendents of education — to share their accomplishments and concerns related to their work in literacy and numeracy. Levin and Fullan responded to the concerns, emphasizing the new context of government commitment and support. Three sets of concerns, which give a flavour of the discussion, are presented below.

Michael Fullan is a prolific author and international leader on educational change. The founding dean of OISE/UT, Professor Fullan is special advisor to the premier and the minister of education.

What if we don't get it right?

Jean Hanson, Director of the Rainbow District School Board, spoke for many when she said, "We talked about some wonderful lighthouse projects and about the collegiality that is part of the energy behind this initiative. We also shared our worry — where will we be if after all this energy, commitment, and hard work, we don't get it right? We're worried about that because we are committed to succeeding."

Fullan acknowledged the worry: "The sequence in large-scale reforms is that resources are invested at the beginning to get things started, and then after that, this year's success is next year's additional money. So success chases money, money doesn't chase success. The question of whether we're going to be able to sustain it is going to depend on whether we have results to show for it, not whether we have good intentions. And I'm sure the premier and the minister will say that as well. So we're on a short timeline for the next 24 months, where it's urgent to get the initial success in order to get the green light to go even deeper. The worry is an important one because it is a matter of public confidence.

Recognizing the importance of leadership?

Lucy Miller, Superintendent of Educational Programs at the Ottawa-Carlton Catholic School Board, also struck a chord when she said, "I think we can be proud as a province and as a board of the multi-faceted, funded, focused, and hopefully sustainable approach to literacy and numeracy that we're taking. But something we talked about was the importance of leadership, of leaders at all levels being very actively involved in the initiative."

"For many years in Ontario we have been in survival mode, and involved in compliance activities – amalgamation, new funding models, curricula bound in the colours of the party of the day, teacher performance appraisal, and annual bargaining for collective agreements. The agendas we were being asked to follow focused on many things, but they didn't focus on the most important things. Today we are on the brink of a period in which we can finally build engagement in education, and get down to the uninterrupted business of doing what needs to be done for kids. For the first time in a very long time we have a government that is treating education as central to its mandate. We are finally getting the support we need, through the Secretariat and others, to improve the lives of the students in our care in meaningful and significant ways...."

– **Geoff Williams,** Director of Education, Avon Maitland District School Board

Levin responded: We recognize the challenges here. If we're moving people every two years from school to school, it's really hard to build the kind of sustainability we need. So we need to focus on leadership. We've been in very close discussions with the principals' associations and with other groups around the province about the role of the principal — there's some initiatives already underway and there will be more coming this fall. Over the next couple of years, we will see the principal's role becoming a more exciting, a more fulfilling, and a more manageable one.

Fullan added: The main mark at the end of your tenure is not only whether you've made a difference in teaching and learning for your students but also how many good leaders you leave behind. We need to be sure that leaders are producing other leaders while we do this work. As well, leadership development has to be in context, it has to be what some people call "job embedded." On the way to the job, you can have all the good workshops you want and all the credentials, but if you get all of that right, it's about 30% of the solution. The other 70% is whether you have a chance to learn on the job. These two key points of course connect, and this is why we spend so much time on collaborative cultures, professional learning communities, and capacity building. These strategies provide opportunities to learn in context.

A Plea for Big Vision

Margaret Nelson, Director of the St. Clair Catholic District School Board, spoke for many when she said, "The pace of the initiatives and the abundance of resources that have been provided to us is exciting but somewhat overwhelming. We need to have coherence in the plans and the initiatives and in the requirements so that the school boards can actually pace themselves, do good long-range planning, and implement the very, very successful and significant strategies that that we know are available to us. So, I think, from our group, it's a plea for big vision."

Fullan responded: No matter how much you try to make the policies aligned and coherent, the only coherence that counts in the final analysis is what's in the minds of people in schools and districts. So, coherence is not objective, it's subjective, and when it's shared it's powerful. This is why we place so much emphasis on interaction and collaboration. Another way of putting this is, is that the responsibility for achieving coherence exists at all three levels: the government needs to do its part to increase the connections, but it's the districts' and the schools' responsibility to achieve coherence. Coherence doesn't come on a platter. It comes through partnerships. The single phrase that I would use for what we're trying to accomplish is capacity building with a focus on results. Capacity building refers to anything you do by way of strategy and policy development that increases the collective efficacy of your group to improve student learning and achievement. It consists of three components that become synergized: new knowledge; skills and dispositions; enhanced resources, like time, ideas, expertise, and money; and new shared motivation and commitment. Knowledge, resources and commitment merge in new ways as a "collective capacity" of the group or system. I hope that is a theme of today, where we realize at all three levels that we know what capacity-building means and we're devoting ourselves to getting it right.

NEW Context of Government Commitment and Support

- Reducing class sizes in the primary grades
- Investing in additional specialist teachers in key areas such as literacy and numeracy, music, the arts, and physical education
- Supporting local projects co-ordinated by The Literacy and Numeracy Secretariat and school boards to improve students' literacy and numeracy skills
- Sending Turnaround Teams of experts to help 100 schools that are struggling the most to raise student achievement
- Providing effective professional development opportunities and resources, including an induction program for new teachers
- Supporting labour peace and stability with teachers in the province

Breakthrough for Education From *My* to *Ours*

An edited transcript of the presentation by Michael Fullan, Special Advisor to the Premier and the Minister of Education

"It's about gaining the respect of the public for the quality of the public school system. This is the bottom line, and this is where many other resources will follow from this success."

– Michael Fullan

Michael Fullan is a prolific author and international leader on educational change. The founding dean of OISE/UT, Professor Fullan is special advisor to the premier and the minister of education.

Who owns the target?

When we started a year or so ago, the question was who owned this target. Was it just a government imposition? Over the last year, because we've had so much interaction, because we're now talking about the agenda that the field wanted from the beginning, we are in a position of having a focus that enables us to measure our progress. I think that the 75% target is owned in this room. We heard it from speakers, not just the minister and the premier, but other speakers today, so I don't think there's any doubt about the ownership.

The other factor is time. We have to accomplish substantial change within one election period, and not just for the government to get re-elected. I think most people now agree you can't get change over night, but it can't be open ended either; it can't go on as if it's going to take forever. Having a strategic idea of moving forward within two or three years is a good thing, because so many more thousands of students will be served.

"Hold your nerve"

In the districts where we've worked the most there is movement forward, but you have to be able to stay the course. Michael Barber said, "Hold your nerve." As district leaders, you have to have resilience, which is a combination of persistence and flexibility. If you have persistence but not flexibility, you have too much rigidity; if you have too much flexibility and not persistence, there's nothing to really hold us on course. So, this is really going to be the hard work. We've got the commitments all over the place, we've got actions in a lot of different places, but so much can go wrong. Heifetz and Linsky in their book, "Leadership on the Line," call this kind of work "adaptive challenge." Adaptive challenges, they say, require a lot of really substantial learning. And they also create anxiety. People start to go to the bunkers. So, I like his phrase "the people with the problem are the problem, but they're also the solution." This is why the partnerships are so important. Hold your nerve means continuing to work through the initial difficulties until you develop partnerships and ownership with all key stakeholders.

It's a team sport

You need to start with the classroom, with a learning teacher who uses data to drive instruction, every teacher a learner. But the paradox is, in maximizing instruction for each and every student, you have to have a social system. You have to have a highly interactive infrastructure, and I want to refer to that infrastructure briefly at each of the levels.

"In September I had the opportunity to join other supervisory officials at the Literacy and Numeracy Symposium. The support from all levels including our Premier, Minister of Education, Deputy, and Dr. Glaze was terrific. Both pressure and support are critical if we are to reach our target together. I have returned to my district strengthened by new learning and knowing that we are on the right track."

– **Colin Vickers,** Director of Education, Near North District School Board & President, OPSOA

"What made the day exciting was listening to all of the conversations following the presenters and workshops as people reflected on how it impacted their practice. The networking and sharing was incredible."

– **Bev Freedman,** Executive Officer, The Literacy and Numeracy Secretariat

■ *At the school level*

You can't get there by having the best possible principal only. You need at least two (but ideally more than two) 'change agents' in your school who really support teaching and learning in each and every classroom. The school team needs to focus on the assessment support system, because the success of this strategy depends so much on data driving instruction – not data that is static, but data that is fueled by inquiry and reflection and refinement. It is not just about individual teachers committed to professional learning; it's a team sport, it's about the group interacting, and it's about the shared power and increased efficacy that comes from that.

Building up teaching and learning is only one side of the coin; the flip side is how do you take care of the distracters. Peace and stability was a big distracter, but there's also bureaucratic paper work and managerial issues that eat away at the time. The principalship has not yet evolved to the point where the principal can be the main focal point for building a team and building a whole school as a professional learning community. So adjusting the role of the principal, getting that role more supported, is obviously part of this initiative. That can't be done in the school; it has to be done by the bigger part of the system.

■ *At the district level*

We need districts which support all of their schools to become "PLCs," — professional learning communities that have capacity-building that builds results. We need to develop a system where leaders focus on teaching and learning and on developing other leaders. We need to set up processes where data drives instruction. Paul Rosier uses a phrase in his book, Achieving 95% Success: "In God we trust, for all others show their data." You need to show the data, first to yourselves, and then build on it. You need to commit to learning from and contributing to the learning of other districts, other schools. This is an important part of enlarging your identity, of linking to the big picture. You have to drill down, but you also have to be part and parcel of not only knowing, but influencing the bigger picture.

> "After 36 years in education, I find it reassuring and encouraging to have agreement and alignment on the moral purpose of education among the government, the ministry, and supervisory officers for the Province of Ontario. Having an opportunity to engage in meaningful dialogue, in the same room at the same time, with the premier of Ontario, the minister of education, the deputy minister of education, and the chief student achievement officer is unprecedented. As Director, I was re-energized and encouraged by the message that, if we commit ourselves to working together, our public education system can be world class."
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> – **Mario Turco,** Director, Algoma District School Board

■ *At the provincial level*

Our notion of pressure and support, which we started with a long time ago, has actually played itself out in two ways that are wrong. Decision-makers either took the pressure part— "pressure is legitimate," they said "let's use it"...or they took pressure and support to mean, "it's our job at the system level to exercise pressure and support." They didn't think of receiving pressure and support. So now I want to say that pressure and support is a two-way street. You should be putting pressure on the government, on each of these levels on the infrastructure to do its part. You should be providing feedback support. And the more we get the balance right then the more we trust each other

Here's another way of thinking about this. I'll call it from a my to an ours level of thinking. We've seen it first of all at the school level: the breakthrough is when individual teachers begin to talk about and identify with not the children just in "my classroom" but the children in "our school." When that happens, you get the power of context. Similarly, when schools begin to see that it's not just "my school" but "our district," that's another powerful breakthrough. In the work we've done in districts, we've seen another interesting byproduct of building school teams. They begin to network with other school teams in the district and individual school principals start to become almost as concerned about the success of other schools as they are about their own.

There's another level of the enlargement of identity. It's not just "my district," but "our province." I don't want to be naive about competition here but you really want to ask yourself, "Who is the competition?" Is the competition other districts in the public system, or it is it a broader public that does not value education? Is it international comparisons? Is it comparisons with other provinces? The main competition should not be within the family. That's dysfunctional. You don't get access to each other's ideas and commitment.

Getting smarter, getting wiser

When you think of the success of the district and the success of the province as tied to one another, a number of things happen. First, you have a greater sense of commitment for this important enterprise. "It's bigger than I thought and I'm part of it." When people experience moral purpose this way, they share it and it gets enlarged and that's what makes it powerful. It becomes a (matter of) system quality. Second, you begin to build your capacity to do the work. Knowledge and ideas flow. We have reams of data, a glut of information, but it sits inert on shelves and in data systems. It's mere information. When you interact with that information around assessment for learning, for example, you convert it into knowledge. You give it meaning for others; you convert it into shared knowledge. Our extension of this is that if information becomes knowledge through a social process, that knowledge becomes wisdom through sustained social interaction. You get smarter, you recognize patterns more easily, you get wiser. This is known by the researchers on expert judgments: experts take less time to get to the right answer because of the wisdom of interaction, of experiences accumulating. We want this kind of shared expertise — wisdom — to drive our education system.

Quid pro quo

"We will do our part," the minister said. "We're not just going to throw money at it, we're going to throw our commitment." The premier said, "We're going to lead by example, not just by asking you to do all the work." We are proposing that each level will do its part but that each has to expect that the other levels of the system will reciprocate. In the end, it's about gaining the respect of the public for the quality of the public school system. This is the bottom line, and this is where many other resources will follow. People don't get respect by complaining to others that they don't get enough respect. We get respect by producing results that are palpable.

It's not about finding more time, but about finding more energy

The single most important indicator of sustainability is not how to find more time, but how to find more energy. Energy is the key to breakthrough. When you do the things that we're talking about today, when you increase your capacity, you can get more done with less energy. The U.S. has done two major studies on the teaching profession over the last six years. The first study said, "We've got a huge recruitment problem." So, they introduced better teacher education, better hiring practices and better pay. Their second study looked more closely at the problem and said, "We don't have a recruitment problem, we have a retention problem." They found it was not fulfilling to work in the schools, that good people — the best people — were coming in and then leaving. So, we need schools to become learning organizations where it's a pleasure to come to work every day, not because it's easy, but because the yield is great. It's not hard work that burns us out, it's negative work. I hope the energizing experiences of this symposium will spill over not only among the leaders here today but into thousands of across the province.

To learn more about Michael Fullan's work on educational change visit his website at www.michaelfullan.ca

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"The significance of the senior officials of every board in the province sharing ideas and strategies to improve student learning was exciting. The room crackled with energy. The hard work is in front of us but the feeling of solidarity in pursuit of such a lofty goal will steel us to the task."

– **Janet Wilkinson,** Director of Education, Keewatin-Patricia District School Board

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"The Symposium was a historical moment as all stakeholders delivered the same message to the senior education officials attending. Although we agree that test scores matter, skills acquisition in literacy and numeracy is the foundation of student success. The message was particulary encouraging for all of us as it validated the work that educators do everyday in working with youth."

– **Jean-Luc Bernard,** Directeur de l'éducation, Conseil scolaire de district du centre sud-ouest

Quality Instruction Isn't Everything: It's the Only Thing

An edited transcript of the presentation by Paul Rosier, Superintendent, Kennewick School District, Washington

Paul Rosier is the superintendent of Kennewick School District in Kennewick Washington. He is the past president of the Washington Association of School Administrators. He is the co-author of two books describing the work underway in Kennewick, The 90% Reading Goal and Delivering on the Promise.

Prior to coming to Kennewick, he was superintendent of schools in Grand Junction, CO. Paul completed his doctoral work in Education Administration from Northern Arizona University in 1977.

"It's important that we share ideas, but it's what we do with the ideas and how we gain ownership of them in our districts and how we make them work for the kids ... that's everything."

– Paul Rosier

Kennewick's Goal: 90% of our kids college ready

Our focus is on developing the structures and strategies – the learning communities – so that at least 90% of our kids are college ready by the time they finish high school. In our district right now, 70% of the kids who enter a community college have to take some remedial work in English and in most cases, math, as well, in order to get in. And we want to eliminate that. We also want all of our kids coming out of middle schools, out of eighth grade, to know what it would take to be ready to enter college, what kind of rigorous high school course they need to take to be ready, and we want to increase significantly the number of kids who are prepared for four years of university. So that's the overall goal that we have in our district at this time.

In 1996, we had a big discussion in the U.S. about the number of kids who were failing in high school. Our school board was very concerned about that. We had data which showed that the grade a kid got in English in high school pretty well predicted what grade the kid would get in any core content area. We decided that if we wanted to significantly change the number of kids who were going to high school better prepared, we needed to start with early literacy. When we decided that we were going to push initial literacy, we invited our Kindergarten and First, Second, and Third Grade teachers to join the board in a meeting. The Chairman said, "What do we have to do to get these kids reading by the end of Second Grade and reading well?" And for the next two hours we heard how bad the parents in our community were, and how ill-prepared the kids were when they came to kindergarten, and lots of excuses and very few solutions. One of our board members said, "What if we just set a goal that we could measure?" Another said, "What if we had a goal to get 90% of our kids reading at grade level by the end of second grade?" You could have heard a pin drop in that room. There were no believers. Between 50 and 60% of our kids could read at grade level. Many thought that the other 40% probably never would. That had been our experience, and that's where our belief system was.

At the same time, we implemented an assessment system from Third Grade to Tenth Grade in reading and math – the Northwest Evaluation Association's Levels Test. It gives us a very good way of measuring very quickly where our kids are at in reading and math. So we had the data but nobody knew what to do with it. We then had to instigate a professional development program to help our teachers use the data. Once the teachers figured out the data could really help them in instruction, now we can't give them enough data.

"The level of commitment to improving student achievement and the optimism evident during the symposium was inspirational. Never before have so

many senior administrators gathered for an event with the common focus of improving student achievement. This symposium provided an opportunity to share successful practices, reflect on current strategies, and discuss next steps; in essence it provided a catalyst for all of us to unite in our efforts to provide excellence in education for every child."

– **Ruth Mattingley,** Senior Executive Officer, The Literacy and Numeracy Secretariat

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We also knew that if we didn't change the way we had been teaching reading and didn't give our teachers more tools, we weren't going to change anything. So we implemented a two-year professional development program for every elementary teacher in our district. We used the Consortium on Reading Excellence process (CORE) and First Steps. Our kids jumped up to about 70% reading at grade level, and we just stayed flat for about four years. In this period, we increased reading time and we put in a mandatory two hours a day literacy period, K-5. Since 2000-2001, we have really started to push literacy and math K-12 because all that we were gaining in the elementary schools we were losing in middle schools. Now we're finally getting the high schools to look at the data.

Seven key ideas

The real challenge is how do you provide the framework to work together. How do you get the collaboration? We think that improving instruction leads to collaboration and problem-solving because, as you know, one teacher can't do it all by themselves. Teachers have to work together, they have to share ideas, they have to work at structures, they have to share kids. These are fronts that you need to work on simultaneously.

1. The district creates urgency that all children can learn. You've got to face the data, that's the first step in getting there. Everybody's in some stage along there and even if you're way down the road, and there's still more to be done, the urgency has to be kept in focus.

2. There must be a widely-shared vision of good teaching focused on both rigour and quality of student engagement. This focus is either developed at the district or the school. Do you have a shared vision in your district of what good teaching really is?

3. All adult meetings should be models of good teaching focused on instruction. I'd love to tell you that happens in our district in 100% of meetings, but it does in more meetings now than it did a year ago, and a lot more than three years ago.

4. The curriculum needs to be coherent and focused and begin with literacy. We say that not all basic skills are equal. And they really aren't. Literacy is the most important and then I would say mathematics. Some people would argue they're equal, but I will say from our experience, what we've done in literacy helped us a ton in math.

5. Supervision needs to be frequent and rigourous. In other words our people need to be working at helping teachers get better at their practice. This isn't evaluation. I've yet to see a good evaluation system that really does this. And so, we said with our union, let's not worry about the evaluation. Let's make it a focus of every teacher getting better at their practice.

6. Teachers need to be recognized as leaders and peer coaches in each school. Your teachers need to model teaching; this is the embedded concept of staff development. That's got to be a part of things.

7. Data must be used effectively in instruction. Hardly any teacher comes out of college in the States knowing anything about data or how to use it or how to design your lesson around it. We've literally gone out with a team of people from the central office, met with teachers in grade level teams, gone over their data with them, looked at where strengths and weaknesses were, and then talked about how are we going to support the weaknesses and what would be the instructional strategy to do that. And once we did that, the turnaround in teachers using the data has been tremendous. We went from people moaning and groaning about too much testing to people saying...can't we get more data?

Paul Rosier described many innovative practices to develop a learning culture including reflective conversations and learning walks for small groups of administrators, principals, and teachers.

To learn more about Paul Rosier and the Kennewick story, visit www.deliveringonthepromisebook.com

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"It gave me great pleasure to realize, throughout the symposium, that the Conseil scolaire catholique du Nouvel-Ontario is definitely on the right track with it's different initiatives related to student success. It is often in simple interventions that we succeed the most — we must continue to forge ahead one step at a time and celebrate our successes!"

– **Hélène Chayer,** Directrice de l'éducation et secrétaire-trésorière Conseil scolaire catholique du Nouvel-Ontario

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"This was a stimulating and informative opportunity for system leaders to learn about and share our respective journeys towards greater student achievement. The "higher moral purpose" Michael Fullan describes means reaching out to give and receive support, not only within our own boards, but among different jurisdictions. I am confident that the gains we seek for our students are well within our collective reach."

– **Bill Hogarth,** Director of Education York Region District School Board

Making It Happen!

An edited transcript of the presentation by Avis Glaze, Chief Student Achievement of Ontario and CEO of the Literacy and Numeracy Secretariat

"If we move 26,000 students from level 2 to level 3, we can achieve our goal. When we spread those 26,000 students across all the schools of the province, as the Minister once put it, if each teacher moved just one child in each semester ... we could achieve our goal. It is doable."

– Avis Glaze

Avis Glaze is currently the CEO of The Literacy and Numeracy Secretariat and the first chief student achievement officer of Ontario. She has taught at all levels of the educational system – elementary, secondary, community college and university – and has been a supervisory officer for 18 years. Avis is widely recognized as an innovator and provincial leader in education, as well as having an international perspective through her work in many other countries. While serving as director of education with the Kawartha Pine Ridge District School Board she implemented the first district-wide character education programs in Canada.

Sense of urgency

We had John Stannard from England here recently, as a critical friend, looking at our strategies, and one of the things he said was, "You have 300 lessons left to get to the first phase of your accounting." Three hundred more lessons! And we have been thinking about that at The Secretariat because it says to us that the time we spend has to be spent well. We have to look at all the high-yield strategies that will really make a difference.

Celebrating successes and recognizing challenges

EQAO results have been improving. On the PISA testing in 2003, we were second in the world in reading performance. The same OECD study indicated that Canada had the highest number of students attaining a postsecondary education. During each of the past three years, about 300 of our schools have shown steady improvement in EQAO testing. We're doing a number of things well. But about 100 schools are showing virtually no movement. And about 200 schools are in steady decline. That's the other side of the ledger. We're being successful, but not all schools, and not all boards, are experiencing the same success. So it's good to keep that in mind.

During each of the past four years, about 150 schools had more than 65 % of their students at levels 3 and 4. Thirty seven boards had fewer than 60 % achieving level 3 in Grades 3 and 6; 67,000 students in Grade 3 and 6 are reading at levels 1 and 2. Of these, over 54,000 are performing at level 2: 24,410 in Grade 3, and 27,594 in Grade 6. This means, ladies and gentlemen, that if we focus on moving our level 2 students to level 3, we can both raise the bar and close the gap. It's not impossible. So we ask you to focus your attention. You will notice that in the package we gave you, tutors in the classroom will now be focused on K to 6. Get some of those tutors from colleges and universities to help move those level 2 students to level 3. Cross-age tutoring, high school students going into elementary schools to do their community service – all these can make a difference. I have seen these strategies work throughout my career.

Even though it is said that Canada is one of the best places in the world in which to live, we will not maintain that designation if, indeed, our public schools do not deliver on the literacy guarantee. I'm saying this as a means of further encouragement to individuals like yourselves who already have a strong commitment to literacy and numeracy. Our mission as educators is yet unaccomplished. That's why we cannot become disenchanted, we must maintain the enthusiasm and the vitality that exists in this room today. Because there's so much more we need to do, even though we are indeed doing our best.

Sense of Urgency

- Educating all children to the highest level is a moral imperative.
- A country's citizens are its best asset. Education is a top priority for the government because learning generally, and literacy development specifically, provides the competitive edge.
- A robust public education system is the best guarantee for realizing the future we all envision.

I listened to Bill Hogarth this afternoon saying that in many of his schools in York Region the faces have changed and — and we read a few months ago in the Toronto Star that the minorities are now becoming the majority. That's the future, in terms of immigration. And for all of our students — English-language learners, boys, black students, immigrant students — it's so important for us to analyze the data and to provide the equity of outcome that we have promised so many immigrant parents who have come to this country looking for a better life for their children. If they do not succeed in school, this may be the first generation of kids who would not do better than their parents. Our efforts will determine their future.

Capacity Building

We have brainstormed some questions that we would like you as supervisory officers to ask as you are in your admin group, or your director's council, and as you visit schools and work with your principals. As Michael Fullan says, real capacity building is not just the one shot deals at all, but how do you raise an entire staff to new levels of collective efficacy. We hope you ask these questions as you develop your board's capacity:

Assessment, Monitoring and Data Management

- What process did you use to establish your targets?
- How have you promoted assessment literacy in your district?
- What forms of assessment are you using to monitor the progress of each student in literacy and numeracy?
- How do you monitor the effectiveness of your board improvement plan?
- How closely is your achievement data aligned with EQAO results?

Classroom practices

- How do you ensure that you have in place a comprehensive and balanced literacy program?
- How are you disaggregating data to identify the needs of a wide range of students?
- How do you ensure that you are using the research informed, high-yield strategies that we know will have a positive impact on student achievement?
- How do you share promising practices across districts?

"This day reinforced for all of us that instructional leadership occurs when we blend what we know works in the field with what the research and the data tell us. This day motivated us, encouraged us, and reaffirmed that many of us are currently involved in research-based activities that are having a dramatic and sustained impact on student learning.
Certainly, one of our challenges will be finding the opportunities to share and learn from others as we move forward. A good day, and a great reference point to begin further learning with colleagues and The Literacy and Numeracy Secretariat."

-- **Ann Perron**, Director of Education, CDSBV of Eastern Ontario

Equity and Diversity

- What instructional strategies are you employing to address the variet of learner needs, including those of struggling students, in your classrooms?
- Do your materials support the racial and ethno-cultural diversity that exists within your schools?
- How do you ensure that your classrooms reflect and support the racial and ethno-cultural diversity in your schools?
- What supports have you put in place to address the needs of selected populations such as English Language Learners, boys, Aboriginal students?
- What targets have you set and communicated re: the achievement of students in special education programs?

Capacity Building

- How have you increased the collective expertise of your board, principals and teachers on student achievement and what evidence do you have that your initiatives make a difference?

- How have you facilitated teacher collaboration, collegiality, sharing and professional learning?
- What actions have you taken to promote instructional leadership and to build capacity of principals and other school leaders?
- In what way has professional learning influenced teaching practices and what impact has this had on student achievement?

Community Outreach and Engagement

- How have you involved parents, school councils and other community members in sharing the responsibility for student achievement?
- What use have you made of volunteers in your school for peer and cross-age tutoring?
- How do school boards, local educators and ministry staff collectively enhance public confidence in our publicly-funded educational system?

Accountability

- How have you communicated your progress to the community and what mechanisms do you have in place for regular reporting of achievement and results?
- How do you ensure that your program needs drive your budget?
- How are you fulfilling the moral imperative to ensure that all students achieve higher levels of literacy and numeracy?

I remember seeing a picture in The Globe and Mail some time ago, just after the tsunami, of students going back to school. And I thought of all of you constantly creating havens for our students. As we go back to our boards and start to focus on capacity-building, let us remember that to improve our schools one must invest in people, support people and develop people. And the one area that is absolutely critical is the strengthening of school leadership. Research shows that schools that have raised student achievement, in spite of students' socio-economic backgrounds, almost invariably do so with the guidance of an effective leader. That supports the capacity building that so many of you are already engaged in for your principals.

"The symposium confirms that there is clarity of purpose in Ontario education. As supervisory officers we work to align the energies of our school communities so that all students attain high levels of literacy and numeracy. Through these efforts, public schools serve as beacons of hope and sources of possibility for individuals and for our society."
– **Eleanor Newman**, Director of Education, Renfrew County District School Board

"We Already Know More Than We Need To Know..."

Do recognize the cost to a nation of inadequate education. Forgone national income. Increased demands on social services, increased crime, reduced political participation, poorer levels of health, among other things. I have come across statistics indicating that it could cost a society up to $150,000 to keep a criminal in maximum security for a year. Compare that with the cost of educating a child for a year, and it really emphasizes the fact that we either pay now or we pay more later. Education is such a bargain. Ron Edmunds, the African-American leader of the effective schools movement, said, "We can, wherever and whenever we choose, educate or teach all children whose schooling is of interest to us. We already know more than we need to know to do that. Whether we do so or not will ultimately depend on how we feel about the fact that we haven't done so thus far."

Making it happen. Ontario students deserve no less. I said this morning that the premier believes that in this room we have the will and the skill to make it happen. And I believe that. You are superintendents, you are directors, because you have proven yourselves time and time again that you are good leaders, that you are curriculum leaders, and that you can mobilize your staffs and your communities to share the vision and to share the work of student achievement.

As we go about our work, let us bear in mind those broader purposes, which I do not ever forget. Democracy and education are inextricably intertwined. And democracy is strongest where education is strongest. Democracy is not an engine that would go of itself, but must be consciously reproduced, one generation after another.

"The District School Boards of Ontario are developing aggressive and dynamic programs to improve literacy and numeracy in answer to the challenge of the government. Supervisory officers, who oversee program development and implementation in the boards, were able to sample a selection of programs in the carousel sessions. Participants eagerly gathered information and learned about what is effective and what can be replicated. The afternoon provided time for supervisory officers to learn from each other and to see what is working for Ontario students."

— Frank Kelly, Executive Director,
Ontario Public Supervisory Officers Association

EFFECTIVE PRACTICES IN IMPROVING STUDENT ACHIEVEMENT – CAROUSEL SESSIONS

1. **MAKING A DIFFERENCE IN EARLY LITERACY FOR STUDENTS IN CHALLENGING CIRCUMSTANCES**
   Presenter: Krys Croxall, Hamilton Wentworth DSB
   E-mail: krys.croxall@hwdsb.on.ca

2. **CREATING A LITERACY CULTURE – WHAT DOES THAT TASTE LIKE?**
   Presenter: Janet Wilkinson, Keewatin-Patricia DSB
   E-mail: Janet.Wilkinson@kpdsb.on.ca

3. **PEEL'S PATHWAYS SCHOOLS: A NEW APPROACH TO EARLY LITERACY**
   Presenter: Chuck Waterman, Peel DSB
   E-mail: chuck.waterman@peelsb.com

4. **THE BALANCED DAY AND ITS IMPACT ON LITERACY IMPROVEMENT**
   Presenter: Clay Lafleur, Norman Stormes, Simcoe County DSB
   E-mail: clafleur@scdsb.on.ca
   nstormes@scdsb.on.ca

5. **THE ROLE OF THE SUPERINTENDENT IN LEADING AND SUPPORTING SCHOOL IMPROVEMENT**
   Presenter: Joanne Benard, Nipissing-Parry Sound CDSB
   E-mail: benardj@npsc.edu.on.ca

6. **A DISTRICT FOCUS ON IMPROVEMENT THAT WORKS**
   Presenter: Larry Langan, Martha Dutrizac, Huron Perth CDSB
   E-mail: larry_langan@hpcdsb.edu.on.ca
   martha_dutrizac@hpcdsb.edu.on.ca

7. **L'AMÉLIORATION DU RENDEMENT DE L'ÉLÈVE EN LITTÉRATIE DANS LES ÉCOLES DE LANGUE FRANÇAISE**
   Animatrice : Constance Legentil, CSDEC du Sud-Ouest
   E-mail : legecons@csdecso.on.ca

8. **TUTORING WORKS: HOW TO PARTNER WITH FACULTIES**
   Presenter: Deborah Berrill, Dean, Faculty of Education, Trent University
   E-mail: dberrill@trentu.ca

9. **SCHOOL/COMMUNITY PARTNERSHIPS THAT PROMISE LITERACY**
   Presenter: Marianne Mazaratto, Dufferin-Peel CDSB
   E-mail: Marianne.mazaratto@dpcdsb.org

10. **CLOSING THE GAP – CREATING A CYCLE OF SUCCESS**
    Presenter: Jane McMillan, Dr. Donaleen Hawes, CDSB of Eastern Ontario
    E-mail: jane.mcmillan@cdsbeo.on.ca
    donaleen.hawes@cdsbeo.on.ca

11. **BOYS, LITERACY AND ACHIEVEMENT**
    Presenter: Peter Brennan, The Literacy and Numeracy Secretariat
    Sylvia Larter, Curriculum and Assessment Policy Branch
    E-mail: peter.brennan@edu.gov.on.ca
    Sylvia.larter@edu.gov.on.ca

12. **HOW LEADERSHIP CAN MAKE DIFFERENCES FOR STUDENTS**
    Presenter: Marilyn Gouthro, Lakehead DSB
    E-mail: mgrouthro@lakeheadschools.ca

13. **USING PROGRESSIVE DISCIPLINE TO KEEP HIGH-RISK STUDENTS IN CLASSROOMS LEARNING**
    Presenter: Chris Ward, Lisa Millar, Durham DSB
    E-mail: ward_chris@durham.edu.on.ca
    millar_lisa@durham.edu.on.ca

14. **MULTILITERACIES; WHAT DO WE NEED TO KNOW?**
    Presenter: Elizabeth Coelho, The Literacy and Numeracy Secretariat
    E-mail: Elizabeth.Coelho@edu.gov.on.ca

15. **WORKING WITH A FAMILY OF SCHOOLS ON LITERACY**
    Presenter: Sharon Turnbull-Schmitt, The Literacy and Numeracy Secretariat
    E-mail: Sharon.turnbull-schmitt@edu.gov.on.ca

16. **HOW SUPERINTENDENTS SUPPORT SCHOOL-BASED LEADERSHIP AND IMPROVE ACHIEVEMENT USING LITERACY AND MATH CONTACT TEACHERS**
    Presenter: Mary Anne Alton, Bluewater DSB
    E-mail: Maryanne_alton@bwdsb.on.ca

17. **LES GARÇONS, LA LITTÉRATIE ET LE RENDEMENT**
    Animatrice : Suzanne Séguin, Direction de l'éducation de langue française
    E-mail : suzanne.seguin@edu.gov.on.ca

18. **COMMENT FAIRE LA COLLECTE DES DONNÉES AFIN D'AMÉLIORER LE RENDEMENT DE L'ÉLÈVE**
    Animateur : Yvon Major, CSDC de l'Est Ontarien
    E-mail : majoryv@csdceo.on.ca

19. **BUILDING FAMILY OF SCHOOLS LEARNING COMMUNITIES**
    Presenter: Karen Grose, Toronto DSB
    E-mail: Karen.grose@tdsb.on.ca

20. **PERFORMANCE PLUS: SUPPORTING SCHOOLS IN CHALLENGING CIRCUMSTANCES**
    Presenter: Bill Hogarth, York Region DSB
    E-mail: director@yrdsb.edu.on.ca

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